

आधारभूत एवं प्रारंभिक स्तर के लिए रूपरेखा

Framework for the Foundational and the Preparatory Stages



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BBSC-2026 Resources

General Instructions

- ▶ The language selected by the schools for the seven-day summer camp should be different from the medium of instruction and languages taught in school.
- ▶ It should be an Indian language.
- ▶ Most of the activities should be conducted indoor.
- ▶ Suggested weblinks provided at the end should be referred to and used wherever required while conducting the activities.
- ▶ Indian Sign Language (ISL) is very important. It should be included in some activities and videos related with ISL can be utilised.
- ▶ QR codes have been provided with some activities. They can be scanned and learners can experience the use of certain languages in real life situations. This will enable them to practice the language as per the content covered in the videos.
- ▶ *E-Jaadui Pitara* contains content in several languages that should be utilised as and when required.
- ▶ A dashboard has been created for detailed information. You may click on <https://bbbc.ncert.org.in/>

Day	Activities	Suggestive Pedagogy
Day 1	Greetings	<ol style="list-style-type: none"> 1. Create a joyful and welcoming environment and begin the session with a welcome song or action rhyme. 2. Encourage children to use basic greetings such as: In Tamil, காலை வணக்கம் Kālai vaṇakkam - (Good Morning) - In Marathi, शुभ सकाळ Śubha sakāḷa, - (Good Morning) 3. Use role play for teaching greetings and self-introduction <ul style="list-style-type: none"> ▶ Plan and demonstrate a simple role play (e.g., “Hello, my name is Ravi” in Tamil: Vaṇakkam, eṇ peyar ravi, in Kashmiri: Namaskār, me chu nāv Ravi”) ▶ Use puppets or props to make the activity engaging, eg. Kathputli (Rajasthan), string-based Gombeyatta (Karnataka), Bommalattam (Tamil Nadu). ▶ Provide opportunities for children to practice in pairs or small groups. ▶ Encourage repetition and participation from all learners.

Day	Activities	Suggestive Pedagogy
	Expressions	<ol style="list-style-type: none"> 1. Students will use gestures, facial expressions, and body language to model communication. 2. Introduce alphabet through activity-based methods <ul style="list-style-type: none"> ▶ Focus on letter recognition with basic words. ▶ Include interactive activities such as picture matching, air writing, and tracing. 3. Teach numbers using concrete and play-based activities. 4. Integrate audio-visual resources for language exposure. 5. Reinforce learning through songs and repetition. 6. Encourage children to respond verbally to greetings, letters, and numbers.
Day 2	Virtual City tour	<p>Begin with a short discussion by asking questions such as, “Have you visited a city?” – in Tamil, Nīnkaḷ oru nakarattīrkuc cenṛirukkīṛkaḷā? In Kashmiri, Tuh' chiv kanh shahar vochmut? In Marathi, Tumhī ēkhādyā śaharālā bhēṭa dilī āhē kā? And</p> <p>“What places did you see?” – in Marathi, Tumhī kōṇatī ṭhikāṇē pāhīlī? In Kashmiri, Kuni jaay vuchhuth? In Tamil, Nīnkaḷ enṇenna iṭaṅkaḷaip pārtīrkaḷ?</p> <p>Show pictures/flashcards of common places.</p> <ul style="list-style-type: none"> ▶ Show a short video of a city tour of selected state (market, roads, parks, etc.). ▶ Introduce and practice vocabulary related to: ▶ Places: park, hospital, school, bank ▶ Directions: left, right, straight ▶ People: teacher, doctor, driver ▶ Provide real-life exposure through observation of surroundings (school/community). Encourage the use of simple sentences to describe places and objects.

Day	Activities	Suggestive Pedagogy
Day 3	Art	<p>Note: Select notable figures such as Swami Vivekananda, Netaji Subhash Chandra Bose, Mahatma Gandhi, or personalities significant to your state or region. Divide the students into groups and assign each group one eminent personality.</p> <p>Encourage students to come dressed in fancy dress or costume representing their assigned personality. This will help make the activity engaging and memorable.</p> <p>Guide each group to prepare and speak a few simple lines about their personality, focusing on key facts like their contributions, values, and impact. Ensure that all students in the group take part in the presentation. Provide support where needed, such as helping with lines, pronunciation, or confidence building.</p> <p>Videos can be shown depicting the state specific song to sing along, name of unique instruments, usage of song sheets, dance steps/ local paintings styles/ objects / artefacts through videos.</p> <p>Children can enact short scenes of stories or few lines about assigned eminent personality.</p>
	Singing	Children can be involved in singing patriotic or folk songs in the selected language. Example, in Tamil: Kaikodutha Deivam, in Kashmiri: Soun Wattan, Hukus Bukus.
	Dancing	Similarly, children can be involved in dancing, eg, Bharatanatyam (Tamil Nadu), Kathak (North India), Kathakali and Mohiniyattam (Kerala), Kuchipudi (Andhra Pradesh).
	Painting	Moreover, children can be involved in painting and talking about the painting, eg. Madhubani (Bihar) and Pattachitra (Odisha) known for intricate, vibrant motifs; Warli (Maharashtra).
Day 4	Food Stalls and exhibitions	<p>Show videos depicting state-specific vegetables, fruits, and flowers to enhance students' understanding.</p> <p>Provide opportunities for students to identify and name traditional food items from the state.</p> <p>Distribute samples of state-specific food items, wherever feasible, for observation and identification.</p> <p>Organize no-fire cooking activities with the participation of children to prepare simple traditional dishes. For example, Jhalmuri (West Bengal), Bevu-Bella (Karnataka).</p> <p>Ensure proper hygiene and safety measures during food-related activities.</p>

Day	Activities	Suggestive Pedagogy
Day 5	Cultural Appreciation	<ul style="list-style-type: none"> ▶ Children can listen to folk tales, legends, and cultural stories from different regions. Example: Assamese: Buri Aiir Sadhu, Bengali: Thakurmaar Jhuli. ▶ Encourage children to re-tell the story in their own words or in their mother tongue. ▶ Use puppets, props, and expressions to make storytelling engaging.
Day 6	Historical and Geographical Awareness	<p>Suggestive framework:</p> <ul style="list-style-type: none"> ▶ Children can learn about different names of rivers and mountains in the country. During the process children can identify the initial sounds of the names and share it with the class. ▶ Children can learn about different names of state animal and bird. ▶ Children can engage in “My State–My Identity” activities, where they learn the name of their state, its capital, language, and one unique feature (food, dress, festival). Example: in Kashmiri, <p>My State Identity (ن اچہ پ یری م - یری ری ٹ/بوص نوی م)</p> <ul style="list-style-type: none"> ▶ State Name : Jammu and Kashmir ▶ Capital: Srinagar (Summer) and Jammu (Winter). ▶ Language: Kashmiri, Dogri, Urdu. ▶ Unique Feature (خاصیت): <ul style="list-style-type: none"> o Dress: Pheran- A long, loose gown worn to stay warm. o Food: Wazwan, Noon Chai, or Kahwa. o Festival: Eid-ul-Fitr/Azha, Herath (Shivratri). ▶ Teachers and children can share about their visit to different part of country (if any). How they felt in the new city/geography and what similarity and differences they observed in the different city (for preparatory stage). <p>For e.g-What is the basic difference between river Ganga and Brahmaputra?</p>

Day	Activities	Suggestive Pedagogy
Day 7	Traditional Games	<p>Suggestive framework:</p> <ul style="list-style-type: none"> ▶ Traditional language-based games, word games viz. tongue twisters, word association games (connecting words based on meanings or sounds), etc. ▶ Plan word games incorporating the language children learnt during the camp, eg. Pudir Moolam in Tamil and Shabda Chhak (word puzzle) in Bengali. ▶ Children can share their experiences they had during the summer camp. ▶ Performance by children with parents as audience. ▶ This will be followed by certificate distribution at the end of the program.

Suggestive weblinks:

https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA?view_as=subscriber

<https://diksha.gov.in/>

<https://ejaadupitara.ncert.gov.in/>

<https://ncert.nic.in/eresources.php>

https://www.youtube.com/watch?v=q_4I9w9xGu4&list=PLUgLcpnv1YidHZZGttbL3eG8jDjytkDGx

<https://ncert.nic.in/primers.php?ln=en>

<https://ekbharat.gov.in/>

<https://bbsec.ncert.org.in/>

<https://ncert.nic.in/bs-2021.php>

